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Team teaching, which provides added professionalism, increased teaching skill and specialization, and individualized learning, can be incorporated into schools by developing a firm philosophical rationale and commitment and by proceeding with sound planning and action. This involves considering the need for the understanding and support of the principal and teachers, open and honest criticism between teachers, expert help in planning a program, acceptance of educational change, and space for a variety of teaching activities. (SP)

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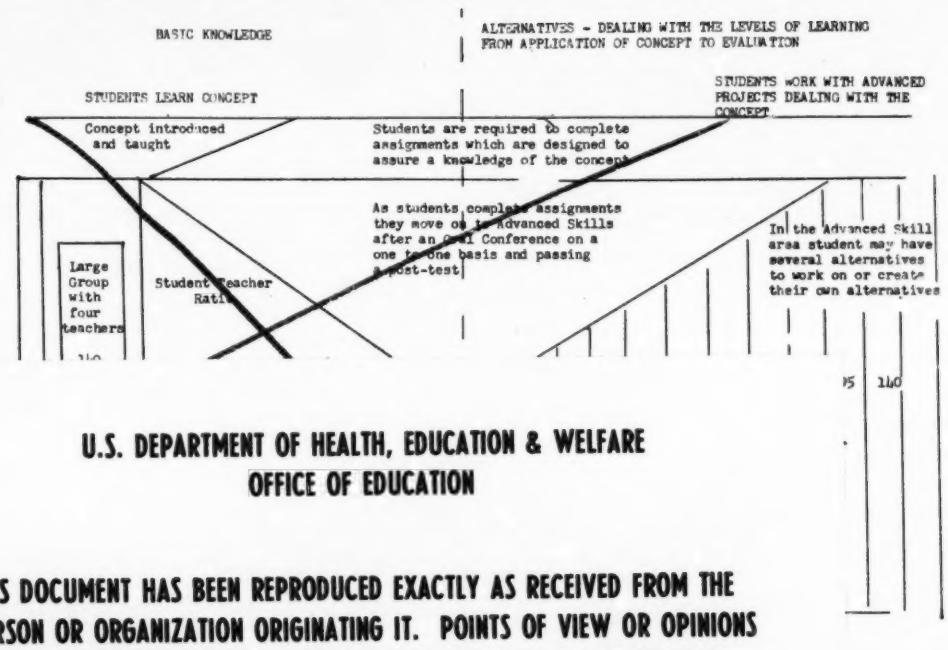
BASIC KNOWLEDGE
ALTERNATIVES - DEALING WITH THE LEVELS OF LEARNING FROM APPLICATION OF CONCEPT TO EVALUATION
STUDENTS LEARN CONCEPT
STUDENTS WORK WITH ADVANCED PROJECTS DEALING WITH THE CONCEPT
Concept introduced and taught
Students are required to complete assignments which are designed to assure a knowledge of the concept
As students complete assignments they move on to Advanced Skills after an Oral Conference on a one to one basis and passing a post-test
In the Advanced Skill area student may have several alternatives to work on or create their own alternatives
Large Group with four teachers
Student Teacher Ratio
35
140

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Team Teaching: How to Incorporate It Into Our Schools

By Dr. William R. Boren*

Peter Petersen of the Bell and Howell Company quotes Marshall McLuhan in telling us that we are prisoners of a kind of invisible environment . . . the outlines of which are not clear until we move into a still newer environment.

Educators have been prisoners of the self-contained classrooms far too long. Much good education took place within each teacher's kingdom, but much poor education found sanctity behind the protective walls that shut out students, teachers, principals and parents.

Team teaching has permitted us to break down the walls. Teaming has provided a new environment which gives opportunity to re-discover the whys and hows of teaching and learning.

Team teaching is not the mythical fountain that educational Ponce de Leons have been hoping to find, which would wash away all our educational problems; but teaming does provide refreshment and new opportunities for the educational explorer.

Team teaching:

a. provides a variety of alternatives to teaching and learning that are not possible in the self-contained classroom.
b. encourages teachers to share professional know-how.
c. capitalizes on teacher strengths.
d. benefits from teachers' inclinations to "put their best foot forward" in the presence of peers.
e. helps salvage marginal teachers.
f. provides new teachers the opportunity to work with master teachers.
g. produces measurable educational results.
h. helps to individualize learning.
i. provides a needed vehicle for staff differentiation and added professionalism.

HOW TO INCORPORATE TEAM TEACHING INTO OUR SCHOOLS OR HOW TO TRANSPLANT FISH

Some people have the notion that changing labels automatically changes education for children. This is no more effective than changing the name of the fishing stream and expecting to catch more fish. Contrary to what many think, team teaching is more than a game of name-changing. It is as dramatic a change as one in which fish are transplanted from salt water to fresh water.

To make an effective change from the self-contained classroom to team teaching one needs to understand the educational environment and the nature of the "fish".

If educators really want teachers and students to profit from team teaching, several points should be considered:

a. The principal of the school needs to make a firm commitment to the effort and lend his *full* support.
b. Teachers need opportunity to develop a rationale for teaming and to plan programs and to plan how to effectively implement programs.
c. Teachers and principals need to work out an open system of communication, wherein teachers will be honest and forthright with one another in a truly professional fashion.
d. Teachers need to develop acceptable ways of constructively criticizing one another and to develop a willingness to accept criticism.
e. The team should seek help from experts who have developed the skills necessary for successful teaming.
f. The team should accept the fact that their procedures can and should change as they gain experience.
g. The team should recognize that *team teaching is not turn teaching.*
h. The team should give special attention to individual students and small groups (2-8) of students.
i. School facilities which house teaching programs should provide space for a variety of activities.

Unfortunately, many educators have gone into team teaching blindly. They have not prepared well, even though at times they have had the physical facilities. They have operated educational programs under the label "team teaching" when in fact they have been fishing in another stream. Again, unfortunately, team teaching is being blamed for educational malpractice by people who have not the faintest notion of what, how, and why teams of teachers operate in team teaching.

To be successful let us operate on a firm philosophical rationale and then proceed with sound planning and action.

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It is fallacious to assume that frequent visits by the university supervisor give insight into teacher behavior any more than descriptive check lists. By using tools on a prescribed routine such as the Flanders' *Interaction analysis* (despite its one-dimensional base), the cooperating teacher can help change take place rather than delineate weakness. Using some form of content analysis helps to measure creativity and determine how close this comes to meeting the objectives of the course.

A more professional approach in undergraduate education is needed to provide for these different kinds of objectives in the classroom and at the university, to allow for a more extended experience in the classroom, and achieve a more standardized scheme for evaluation. The university needs to completely alter its presnt order of undergraduate classes and, at the same time, build into its program more opportunities for prospective teachers to get into the classroom and discover what teaching is all about.

The role and the responsibility of the cooperating teacher undergoes some significant changes under the new scheme. It is the cooperating teacher who is in constant contact with the intern and his involvement in the classroom. At this point, he becomes the keystone to the growth and understanding of the intern.

That responsibility has always been voiced, but the absurdity was that cooperating teachers have too often been chosen who were committed to philosophies that opposed difference, disagreement, mistakes, and creativity. They have had little image of themselves as professionals and advocated only the re-telling of the cultural myths.

A new day has dawned. Psychological research dictates some new approaches and forces the skills required of a cooperating teacher into a new dimension. The universities and school districts must provide frequent training workshops where experienced teachers are trained in the most recent research findings relevant to their tasks. Districts can make available their resources and new programs which can be used in conjunction with the universities in training and placing interns.

To insure an adequate teacher-training program, a resident university director should be in attendance at localities far removed from the parent institution. He should have the responsibility to supervise and place interns besides conducting in-service programs and evaluations with experienced teachers.

The new responsibility under this cooperative plan has ominous significance for school districts. Selection of cooperating teachers in a district is tantamount to well-planned, progressive advances in education. Selection has to be based on a criterion that insures a professional attitude broadened in its outlook by new requirements. Any district selection should be allied with recommendations from several sources within the district structures to provide the most competent choices.

In place of any anticipation of prestige or financial remuneration, the cooperative, actualizing approach to student interning is really a call for sophistication and a commitment to everyone concerned. The training of teachers is as clinical as the schooling of the dentist or the social worker, since pliability of the mind is the object of concern.

To develop mediocrity in students, sustain jealousies between university and school districts, allow for incompetence among supervisors and cooperating teachers, and fail to develop carefully-planned learning experiences is admitting a lack of concern for children and the teaching profession.

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TEAM TEACHING

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Some teachers are like the old farmer:
Out *standing* in their field.